

Kansas Multi-Tier System of Supports and Alignment

● Research Base Version 2.0

November 2009



Introduction

The *Kansas Multi-Tier System of Supports and Alignment (MTSS): Research Base* document has been created to assist in the understanding of the research base that underlies the principles and practices of MTSS. This document is not intended to be a comprehensive review of all the research that supports MTSS but a highlight of some of the main pieces of work that have been done to provide a starting point for further research by any interested individual. Also, this document will never truly be 'completed' since the research available that guides our educational practices is growing on a daily basis. This document will be updated periodically in an attempt to keep current with any new findings that further our understanding and guide our thinking to best provide support to all students so they will learn.

Structure

This document is structured to align with the document titled *Kansas Multi-Tier System of Supports and Alignment: Innovation Configuration Matrix (ICM)*. There are additional research citations that are also provided for principles and practices that did not make it into the ICM but are essential to the beliefs that individuals embrace when they begin the structuring and implementation of a MTSS. Those items are included at the beginning of the document labeled as essential elements.

The contents of this resource were developed under an agreement from the Federal Department of Education to the Kansas State Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and endorsement by the Kansas State Department of Education or the Federal Government should not be assumed. Kansas MTSS and Alignment is funded through Part B funds administered by the Kansas State Department of Education's Special Education and Title Services. Keystone Learning Services does not discriminate on the basis of race, color, national origin, sex, disability, or age in this program and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Keystone Learning Services Executive Director, 500 E. Sunflower Blvd, Ozawie, KS 66070, 785-876-2214.

Essential Elements of a Multi-Tier System of Supports

<p>Multi-Tier Model</p>	<p>Burns, M. K., Appleton, J. J., Stehouwer, J. D. (2005). Meta-analytic review of responsiveness-to-intervention research: Examining field-based and research-implemented models. <i>Journal of Psychoeducational Assessment, 23</i>, 381–394.</p> <p>Duffy, H. (2007). Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention. U.S. Department of Education, National High School Center.</p> <p>Hartman, W.T. & Fay, T.A. (1996). Cost-effectiveness of instructional support teams in Pennsylvania. <i>Journal of Education Finance, 21</i>(4), 555-580.</p> <p>Simmons, D.K., Kame’enui, E.J., Good, R.H., Harn, B.A., Cole, C., & Braun, D. (2002). Building, implementing, and sustaining a beginning reading improvement model: Lessons learned school by school. In M. Shinn, H. Walker, & G. Stoner (Eds.), <i>Interventions for academic and behavior problems II: Preventive and remedial approach</i> (pp. 537-570). Bethesda, MD: National Association of School Psychologists.</p> <p>Vaughn Gross Center for Reading and Language Arts at the University of Texas at Austin (2005). <i>Introduction to the three-tier reading model: Reducing reading difficulties for kindergarten through third-grade students (4th ed.)</i>. Austin, TX: author.</p> <p>Windram, H., Scierka, B., & Siberglitt, B. (2007). Response to intervention at the secondary level: Two districts' models of implementation. <i>Communiqué, 35</i>(5).</p>
<p>Intervening Early</p>	<p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children, 31</i>(6).</p> <p>Lyon, G.R., Fletcher, J.M., Shaywitz, S.E., Shaywitz, B.A., Torgesen, J.K., Wood, F.B., et. Al. (2001). Rethinking learning disabilities. In C.E. Finn, Jr., R.A. J., Rotherham, & C.R., Hokansen, Jr. (Eds.), <i>Rethinking special education for a new century</i> (pp. 259-287). Washington, DC: Thompas B. Fordham Foundation and Progressive Policy Institute.</p> <p>O’Conner, R.E., Fulmer, D., Harty, K.R., & Bell, K.M. (2005). Layers of Reading Intervention in Kindergarten through third grade: Changes in teaching and student outcomes. <i>Journal of Learning Disabilities, 38</i>(5) 440-455.</p> <p>Torgesen, J.K. (2004). Avoiding the devastating downward spiral: The evidence that early intervention prevents reading failure. <i>American Educator, 28</i>, 6-19. Also at http://www.aft.org/pubsreports/american_educator/issues/fall04/reading.htm</p>
<p>Groups are Fluid</p>	<p>O’Conner, R.E., Fulmer, D., Harty, K.R., & Bell, K.M. (2005). Layers of Reading Intervention in Kindergarten through third grade: Changes in teaching and student outcomes. <i>Journal of Learning Disabilities, 38</i>(5) 440-455.</p> <p>Vaughn, S., & Linan-Thompson, S. (2003). What is special about special education for students with learning disabilities? <i>The Journal of Special Education, 37</i>(3) 140-147.</p>

Leadership and Empowerment

Component 1: Effective Leadership Teams

LE1	<p>Formal leadership teams exist at all levels (e.g., district, building, and site) and include representation from:</p> <ul style="list-style-type: none"> • Administration • Staff • Learners • Families • Community Collaborators 	<p>Adelman, H.S. & Taylor, L. (2003). On sustainability of project innovations as systemic change. <i>Journal of Educational and Psychological Consultation</i>, 14(1) 1-25.</p> <p>Biech, E. (2007). <i>Thriving through change: A leader's practical guide to change Mastery</i>. Alexandria, VA: ASTD Press.</p>
LE2	<p>Each leadership team is known throughout the district/community and meets regularly to address learner academic and behavioral success in an integrated manner.</p>	<p>Adelman, H.S. & Taylor, L. (2003). On sustainability of project innovations as systemic change. <i>Journal of Educational and Psychological Consultation</i>, 14(1) 1-25.</p>
LE3	<p>The roles and responsibilities of each leadership team member are clearly identified and agreed upon by the team as a whole.</p>	<p>Adelman, H.S. & Taylor, L. (2003). On sustainability of project innovations as systemic change. <i>Journal of Educational and Psychological Consultation</i>, 14(1) 1-25.</p> <p>Biech, E. (2007). <i>Thriving through change: A leader's practical guide to change Mastery</i>. Alexandria, VA: ASTD Press.</p> <p>Rogers, R.W., Wellins, R.S., & Conner, D.R. (2002) White Paper – The power of realization, from http://www.ddiworld.com/research/publications.asp</p>
LE4	<p>The leadership team regularly engages in formal problem solving using district/building/site level data which is supported by an agile data/software system that provides frequent and up-to-date reports that allow data-based decision making to occur for addressing both academics and behavior. Data are shared with district, building and community.</p>	<p>Bernhardt, V. L. (1998). <i>Data analysis for comprehensive school improvement</i>. Larchmont, NY Eye on Education.</p> <p>Holcomb, E. L. (1999). <i>Getting excited about data</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Johnson, R. S. (2002). <i>Using data to close the achievement gap: How to measure equity in our schools</i>. Thousand Oaks, CA: Corwin Press, Inc.</p> <p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i>, 31(6).</p> <p>Noyce, P., Perda, D., & Traver, R., (2000). Creating data-driven schools. <i>Educational Leadership</i>, 57, 52-56.</p> <p>Rafoth, M.A. & Foriska, T. (2006). Administrator Participation in Promoting Effective Problem-Solving Teams. <i>Remedial and Special Education</i>, 27(3), 130-135.</p> <p>Schmoker, M. (1996). <i>Results</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p>
LE5	<p>The leadership team clearly</p>	<p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems</p>

	identifies and implements multiple indicators of academic and behavioral success and formally communicates those indicators as measures of learning.	approach to proactive schoolwide management. <i>Focus on Exceptional Children</i> , 31(6). Rogers, R.W., Wellins, R.S., & Conner, D.R. (2002) White Paper – The power of realization, from http://www.ddiworld.com/research/publications.asp
LE6	The leadership team uses data and input from staff and community collaborators to determine professional development needs. The team plans and supports professional development for developing expertise specific to both academic and behavior to meet the needs of learners at each tier of support.	Gersten, R., Chard, D., & Baker, S. (2000). Factors enhancing sustained use of research-based instructional practices. <i>Journal of Learning Disabilities</i> , 33(5) 445-457. Joyce, B. & Showers, B. (1980). Improving inservice training: The messages of research. <i>Educational Leadership</i> , 37, 379-385. Office of Special Education Programs Center on Positive Behavioral Interventions and Supports. (2004). <i>School-wide positive behavior support implementers' blueprint and self-assessment</i> . Eugene, OR: University of Oregon. Rogers, R.W., Wellins, R.S., & Conner, D.R. (2002) White Paper – The power of realization, from http://www.ddiworld.com/research/publications.asp
LE7	A communication plan that provides information and data on a formal and frequent basis is developed and utilized to communicate with district, building and community collaborators about MTSS.	Adelman, H.S. & Taylor, L. (2003). On sustainability of project innovations as systemic change. <i>Journal of Educational and Psychological Consultation</i> , 14(1) 1-25. Rogers, R.W., Wellins, R.S., & Conner, D.R. (2002) White Paper – The power of realization, from http://www.ddiworld.com/research/publications.asp
Component 2: Creating an Empowering Culture		
LE8	The system, including staff and families, impacts learning through the intentional design and redesign of the curriculum, instruction and environment.	Denton, C.A., Vaughn, S., & Fletcher, J.M. (2003). Bringing research-based practice in reading intervention to scale. <i>Learning Disabilities Research & Practice</i> , 18(3), 201-211. Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i> , 31(6).
LE9	The leadership team, all staff, and families have a collaborative responsibility for data-based decision making and problem solving to improve academic and behavioral achievement.	Denton, C.A., Vaughn, S., & Fletcher, J.M. (2003). Bringing research-based practice in reading intervention to scale. <i>Learning Disabilities Research & Practice</i> , 18(3), 201-211.

LE10	The leadership team, all staff, families, and community collaborators have developed knowledge of and come to consensus regarding the implementation of MTSS.	Adelman, H.S. & Taylor, L. (2003). On sustainability of project innovations as systemic change. <i>Journal of Educational and Psychological Consultation</i> , 14(1) 1-25. Rogers, R.W., Wellins, R.S., & Conner, D.R. (2002) White Paper – The power of realization, from http://www.ddiworld.com/research/publications.asp
LE11	Professional development for staff and family involvement opportunities are aligned with the principles and practices of MTSS and include ongoing support and coaching.	Denton, C.A., Vaughn, S., & Fletcher, J.M. (2003). Bringing research-based practice in reading intervention to scale. <i>Learning Disabilities Research & Practice</i> , 18(3), 201-211. Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i> , 31(6).
LE12	Learner experiences are customized in ways that make content relevant and enable learning.	Denton, C.A., Vaughn, S., & Fletcher, J.M. (2003). Bringing research-based practice in reading intervention to scale. <i>Learning Disabilities Research & Practice</i> , 18(3), 201-211. Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i> , 31(6).
LE13	The data are openly shared and implications for instruction are discussed at all levels within the school, with families, and the community, including the celebration of improved indicators of success.	Adelman, H.S. & Taylor, L. (2003). On sustainability of project innovations as systemic change. <i>Journal of Educational and Psychological Consultation</i> , 14(1) 1-25. Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i> , 31(6).
LE14	The leadership team engages families in their child's education through the development of a parent involvement policy that supports the implementation of the strategies contained in the six areas of the National Standards for Family School Partnerships.	Casper, M., Lopez, M.E., Wolos, C. (2006). <i>Family involvement in elementary school children's education</i> . (Family Involvement Makes a Difference No. 2). Retrieved August 17, 2008, from www.hfrp.org/publications-resources/publications-series/family-involvement-makes-a-difference/family-involvement-in-elementary-school-children-s-education

Assessment

Component 1: Comprehensive Assessment System

A1	<p>The assessment system includes tools to measure all essential components of academics and behavior.</p>	<p>Freeman, R., Smith, C., & Tieghi-Benet, M. (2003). Promoting implementation success through the use of continuous systems-level assessment strategies. <i>Journal of Positive Behavior Interventions</i>, 5(2), 66-70.</p> <p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i>, 31(6).</p> <p>The National Mathematics Advisory Panel. (2008). <i>Foundations for Success. The Final Report of the National Mathematics Advisory Panel</i>, US Department of Education: Washington DC.</p>
A2	<p>The assessment system for academics and behavior includes:</p> <ul style="list-style-type: none"> • Universal Screening • Diagnostic /Functional Behavioral Assessment • Progress Monitoring • Outcomes 	<p>Fuchs, L. & Fuchs, D. (2007). The role of assessment in the three-tier approach to reading instruction. In Haager, D., Klinger, J., and Vaughn, S. (Eds.), <i>Evidence-Based Reading Practices for Response to Intervention</i>. Baltimore: Paul H. Brookes Publishing.</p> <p>Good, R.H., Simmons, D.C., & Smith, S.B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. <i>School Psychology Review</i>, 27, 45-56.</p> <p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i>, 31(6).</p> <p><u>Screening</u></p> <p>Baldian, N.A. (1998). A validation of the role of preschool phonological and orthographic skills in the prediction of reading. <i>Journal of Learning Disabilities</i>, 31, 472-481.</p> <p>Glover, T.A. & Albers, C.A. (2007). Considerations for evaluating universal screening assessments. <i>Journal of School Psychology</i>, 42(2), 117-135.</p> <p>Good, R.H., Simmons, D.C., & Kame'enui, E.J. (2001). The importance of decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third grade high-stakes outcomes. <i>Scientific Studies of Reading</i>, 5, 257-288.</p> <p>Jenkins, J.R. (2003). Candidate measures for screening at-risk students. Paper presented at the NRCLD Responsiveness-to-Intervention Symposium, Kansas City, MO.</p> <p>McIntosh, K., Horner, R.H., Chard, D.J., Boland, J.B., and Good III, R.H. (2006). The use of reading and behavior screening measures to predict nonresponse to school-wide positive behavior support: A longitudinal analysis, <i>School Psychology Review</i>, 35 (2), 275-291.</p>

A2 continued		<p>O’Conner, R.E. & Jenkins, J.R. (1999). The prediction of reading disabilities in kindergarten and first grade. <i>Scientific Studies of Reading</i>, 3, 159-197.</p> <p>Vaughn, S., Wanzek, J., Woodruff, A., & Linan- Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In Haager, D., Klinger, J., and Vaughn, S. (Eds.), <i>Evidence-Based Reading Practices for Response to Intervention</i>. Baltimore: Paul H. Brookes Publishing.</p> <p><u>Diagnostic</u> Nelson, J.R., Benner G.J., & Gonzalez, J. (2003). Learner characteristics that influence the treatment effectiveness of early literacy interventions: A meta-analytic review. <i>Learning Disabilities Research and Practice</i>, 18, 255-267.</p> <p><u>Progress Monitoring</u> Foorman, B.R., & Torgeson, J.K. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. <i>Learning Disabilities Research and Practice</i>, 16(4), 202-211.</p> <p>Fuchs, L.S., Deno, S.L., & Mirkin, P.K. (1984). Effects of frequent curriculum-based measurement on pedagogy, student achievement, and student awareness of learning. <i>American Educational Research Journal</i>, 21, 449-460.</p> <p>Fuchs, L.S., Fuchs, D., & Compton, D.L. (2004). Monitoring early reading development in first grade: Word identification fluency versus nonsense word fluency. <i>Exceptional Children</i>, 71, 7-21.</p> <p>Fuchs, Lynn S. and Fuchs, Douglas, <i>Using Curriculum-Based Measurement for Progress Monitoring in Math</i>, http://studentprogress.org.</p> <p>Fuchs, L.S. & Fuchs, D. (1986). Effects of systematic formative evaluation on student achievement: A meta-analysis. <i>Exceptional Children</i>, 53, 199-208.</p> <p>McMaster, K. & Wagner, D. (2007). Monitoring response to general education instruction. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), <i>The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention</i>. New York: Springer.</p> <p>Silbergliitt, B. & Hintze, J. (2005). Formative assessment using CBM-R cut scores to track progress toward success on state-mandated achievement tests: A comparison of methods. <i>Journal of Psychoeducational Assessment</i>, 23(4), 304-325.</p>
Component 2: Assessments are Valid and Reliable		
A3	The staff has independently documented technical adequacy of each assessment tool used.	<p>Deno, S.L., Mirkin, P., & Chiang, B. (1982). Identifying valid measures of reading. <i>Exceptional Children</i>, 49 (1), 36-45.</p> <p>Foorman, B.R., Fletcher, J.M., Fances, D.J., Carlson, C.D., Chen, D., Mouzaki, A., et al. (1998). <i>Technical report for the Texas Primary Reading Inventory (1998 ed.)</i>. Houston: Center for Academic and Reading Skills and the University of Houston, from http://www.tpri.org/documents/19971998TechnicalManual.pdf</p>
A3		Gersten, R., Chard, D., & Baker, S. (2000). Factors enhancing sustained use of

		<p>research-based instructional practices. <i>Journal of Learning Disabilities</i>, 33(5) 445-457.</p> <p>Hintze, J.M., Ryan, A.L., & Stoner, G. (2003). Concurrent validity and diagnostic accuracy of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and the Comprehensive Test of Phonological Processing. <i>School Psychology Review</i>, 32 (4), 541-556.</p> <p>Shin, J., Deno, S., & Espin, C. (2000). Technical adequacy of the Maze task for curriculum-based measurement of reading growth. <i>Journal of Special Education</i>, 34(3), 164-172.</p>
A4	Data are collected by staff who have been formally trained to reliably and validly administer the instruments.	Gersten, R., Chard, D., & Baker, S. (2000). Factors enhancing sustained use of research-based instructional practices. <i>Journal of Learning Disabilities</i> , 33(5) 445-457.
Component 3: Adequate Capacity for Assessment System		
A5	Universal screening of academic skills occurs at least 3 times per year.	<p>Torgesen, J. K. (2002). The prevention of reading difficulties. <i>Journal of School Psychology</i>, 40, 7–26.</p> <p>Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In D. Haager, J. Klingner, & S. Vaughn (Eds.), <i>Evidence-Based Reading Practices for Response to Intervention</i>. Baltimore: Paul H. Brookes Publishing.</p>
A6	Behavior/office discipline referrals are continually tracked by learner, grade, date, time, referring staff, problem behavior, location, persons involved, probable motivation and administrative decision.	Office of Special Education Programs Center on Positive Behavioral Interventions and Supports. (2004). <i>School-wide positive behavior support implementers' blueprint and self-assessment</i> . Eugene, OR: University of Oregon.
A7	The staff consistently administers diagnostic/functional behavioral assessments following locally documented decision rules.	<p>Fuchs, L. & Fuchs, D. (2007). The role of assessment in the three-tier approach to reading instruction. In Haager, D., Klinger, J., and Vaughn, S. (Eds.), <i>Evidence-Based Reading Practices for Response to Intervention</i>. Baltimore: Paul H. Brookes Publishing.</p> <p>Hosp, J.L. (2008). Best practices in aligning academic assessment with instruction. In Thomas, A. & Grimes, J. (Eds.), <i>Best Practices in School Psychology V</i>. Bethesda, MD: The National Association of School Psychologists.</p> <p>Ketterlin-Geller, L.R., Baker, S.K., & Chard, D.J. (2008). Best practices in mathematics instruction and assessment in secondary settings. In Thomas, A. & Grimes, J. (Eds.), <i>Best Practices in School Psychology V</i>. Bethesda, MD: The National Association of School Psychologists.</p>

A7 continued		<p>Paris, S. G., Paris, A. H., & Carpenter, R. D. (2002). Effective practices for assessing young readers. In B. Taylor & P. D. Pearson (Eds.), <i>Teaching reading: Effective schools, accomplished teachers</i> (pp. 141-160). Mahwah, NJ: Erlbaum.</p> <p>Meisels, S. J., & Piker, R. A. (2000). An analysis of early literacy assessments used for instruction (Tech. Rep. No. 3-002). Ann Arbor: University of Michigan, Center for the Improvement of Early Reading Achievement.</p>
A8	<p>Frequency of progress monitoring of learners receiving supplemental and intensive instruction in academics and behavior is documented, followed, and based upon research.</p>	<p>Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In D. Haager, J. Klingner, & S. Vaughn (Eds.), <i>Evidence-Based Reading Practices for Response to Intervention</i>. Baltimore: Paul H. Brookes Publishing.</p>

Component 4: Decision Making Rules are Clear

A9	<p>Teams have clearly documented and consistently follow decision rules to ensure early identification for intervention for learners in both academics and behavior regarding:</p> <ul style="list-style-type: none"> • Access to supports • Changing supports • Intensifying supports • Exiting supports 	<p>Compton, D. L., Fuchs, D., Fuchs, L. S. & Bryant, J.D. (2006). Selecting at-risk readers in first grade for early intervention: A two-year longitudinal study of decision rules and procedures. <i>Journal of Educational Psychology</i>, 98, 394- 409.</p> <p>Fuchs, L. S., & Fuchs, D. (1986). Effects of systematic formative evaluation: A meta-analysis. <i>Exceptional Children</i>, 53, 199–208.</p> <p>Good, R.H., Simmons, D.C., Kame’enui, E.J., Kaminski, R.A., & Wallin, J. (2002). Summary of decision rules for intensive, strategic, and benchmark instructional recommendations in kindergarten through third grade. Technical Report No. 11. Eugene, OR: University of Oregon. From http://dibels.uoregon.edu/techreports/decision_rule_summary.pdf</p> <p>Good, R. H., Simmons, D. C., & Kame’enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third grade high-stakes outcomes. <i>Scientific Studies of Reading</i>, 5, 257–288.</p> <p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i>, 31(6).</p> <p>Vaughn, S., & Linan-Thompson, S. (2003). What is special about special education for students with learning disabilities? <i>The Journal of Special Education</i>, 37(3) 140-147.</p>
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Curriculum

Component 1: Curriculum is Evidence Based

C1	<p>The staff has formally evaluated and documented the adequacy of all the academic and behavioral curricular materials used across tiers and ensured alignment to learner needs, state standards and the evidence base.</p>	<p>Gersten, R., Chard, D., & Baker, S. (2000). Factors enhancing sustained use of research-based instructional practices. <i>Journal of Learning Disabilities</i>, 33(5) 445-457.</p> <p>Jenkins, J.R., Peyton, J.A., Sanders, E.A., & Vadasy, P.F. (2004). Effects of reading decodable texts in supplemental first-grade tutoring. <i>Scientific Studies of Reading</i>, 8(1), 53—86.</p> <p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i>, 31(6).</p> <p>Martens, B.K., Eckert, T.L. Begeny, J.C., Lewandowski, L.J., DiGennaro, F., Montarello, S., et al. (2007). Effects of a fluency-building program on the reading performance of low-achieving second and third grade students. <i>Journal of Behavioral Education</i>, 16, 39-54.</p> <p>Santa, C.M. & Hoiem, T. (1999). An assessment of Early Steps: A program for early intervention of reading problems. <i>Reading Research Quarterly</i>, 34, 54-79.</p> <p>Schneider, W., Roth, E., & Ennemoser, M. (2000). Training phonological skills and letter knowledge in children at risk for dyslexia: A comparison of three kindergarten intervention programs. <i>Journal of Educational Psychology</i>, 92, 284-295.</p> <p>Vaughn, S., Wanzek, J., Woodruff, A., & Linan-Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In Haager, D., Klingler, J., and Vaughn, S. (Eds.), <i>Evidence-Based Reading Practices for Response to Intervention</i>. Baltimore: Paul H. Brookes Publishing.</p> <p>Wanzek, J. & Vaughn, S. (2007). Research-based implications from extensive early reading interventions. <i>School Psychology Review</i>, 36(4), 541-561.</p>
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Component 2: Curriculum Addresses Essential Components Appropriate to Grade Level

C2	<p>Staff has formally evaluated and documented that all curricular materials address essential academic components.</p>	<p>National Institute for Literacy (September, 2001). <i>Put Reading First: The Research Blocks for Teaching Children to Read</i>. Jessup, MD: ED Pubs. From http://www.nifl.gov/partnershipforreading/publications/PFRbooklet.pdf</p> <p>National Council of Teachers of Mathematics, Inc. (2006). <i>Curriculum focal Points for Prekindergarten through Grade 8 Mathematics</i>.</p> <p>National Council of Teachers of Mathematics, Inc. (2000). <i>Principles and Standards for School Mathematics</i>. Reston, VA: Key Curriculum Press.</p> <p>The National Mathematics Advisory Panel. (2008). <i>Foundations for Success. The Final Report of the National Mathematics Advisory Panel</i>, US Department of Education: Washington DC.</p>
C3		<p>National Reading Panel (April 2000). <i>The National Reading Panel Report:</i></p>

		<p><i>Teaching Children to Read</i>. Washington, D.C.: US Department of Health and Human Services, Public Health Service, National Institute of Health, National Institute of Child Health and Human Development. From http://www.nichd.nih.gov/publications/nrp/upload/report_pdf.pdf</p> <p>National Research Council, Snow, Catherine, Burns, Susan, and Griffin, Peg, <i>Editors</i> (1999). <i>Starting Out Right: A Guide to Promoting Children's Reading Success</i>. Washington, DC: National Academy Press.</p> <p>National Research Council, Snow, Catherine, Burns, Susan, and Griffin, Peg, <i>Editors</i> (1998). <i>Preventing Reading Difficulties in Young Children</i>. Washington, DC: National Academy Press.</p> <p>No Child Left Behind Act of 2001, Pub. L. No. 107-110, 115 Stat. 1425 (2002).</p>
C3	The staff has agreed to and documented 5 or fewer positively stated rules/behavioral expectations.	<p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i>, 31(6).</p> <p>Office of Special Education Programs Center on Positive Behavioral Interventions and Supports. (2004). <i>School-wide positive behavior support implementers' blueprint and self-assessment</i>. Eugene, OR: University of Oregon. From http://www.osepideasthatwork.org/toolkit/pdf/SchoolwideBehaviorSupport.pdf</p>
C4	There is a formal curriculum/system for teaching the essential components of academics and behavior across all tiers.	<p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i>, 31(6).</p> <p>Luiselli, J.K., Putnam, R. F., Handler, M. W., & Feinerg, A. B. (2005). Whole-school positive behavior support: Effects on student discipline problems and academic performance. <i>Educational Psychology</i>, 25, 183-198.</p> <p>Office of Special Education Programs Center on Positive Behavioral Interventions and Supports. (2004). <i>School-wide positive behavior support implementers' blueprint and self-assessment</i>. Eugene, OR: University of Oregon.</p> <p>Sugai, G. & Horner, R.H. (2001). Features of an Effective Behavior Support at the School District Level. <i>Beyond Behavior</i>, 11(1) 16-19.</p>
C5	The staff select academic curricula, behavioral instructional materials, and programs/processes for supporting learner behavior that are an appropriate match for the needs of the learners at all tiers, based upon data.	<p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i>, 31(6).</p> <p>Torgeson, J.K. (2000). Individual differences in response to early interventions in reading: The lingering problem of treatment resisters. <i>Learning Disabilities Research and Practice</i>, 15, 55-64.</p> <p>Torgeson, J.K. (2004). Lessons learned from research on interventions for students who have difficulty in learning to read. In McCardle, P. & Chhabra, V. (Eds). <i>The Voice of Evidence in Reading Research</i>, pp. 355-382. Baltimore, MD: Paul H. Brookes Publishing.</p>
Component 3: All Curricula are Implemented with Fidelity		

C6	<p>The staff is specifically trained in using academic and behavioral core, supplemental and intense curricular materials and programs that they are responsible for providing. Coaching is provided as staff implements the curricula and programs to ensure fidelity of implementation.</p>	<p>Gersten, R., Chard, D., & Baker, S. (2000). Factors enhancing sustained use of research-based instructional practices. <i>Journal of Learning Disabilities, 33</i>(5) 445-457.</p> <p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children, 31</i>(6).</p> <p>Noell, G. H., Gresham, F. M., & Gansle, K. A. (2002). Does treatment integrity matter? A preliminary investigation of instructional implementation and mathematics performance. <i>Journal of Behavioral Education, 11</i>, 51–67.</p> <p>Noell, G.H., Witt, J.C., Gilbertson, D.N., Ranier, D.D., & Freeland, J.T. (1997). Increasing teacher intervention implementation in general education settings through consultation and performance feedback. <i>School Psychology Quarterly, 12</i>, 77-88.</p>
C7	<p>A process is in place to check the fidelity of academic and behavioral curricula and program implementation at all tiers with feedback and coaching to staff provided throughout the year.</p>	<p>Jones, K.M., Wickstrom, K.F., & Friman, P.C. (1997). The effects of observational feedback on treatment integrity in school-based behavioral consultation. <i>School Psychology Quarterly, 12</i>, 316-326.</p> <p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children, 31</i>(6).</p> <p>Mortenson, B.P. & Witt, J.C. (1998). The use of weekly performance feedback to increase teacher implementation of a prereferral academic intervention. <i>School Psychology Review, 27</i>, 613-627.</p> <p>Noell, G.H., Gresham, F.M., & Gansle, K.A. (2002b). Does treatment integrity matter? A preliminary investigation of instructional implementation and mathematics performance. <i>Journal of Behavioral Education, 11</i>, 51-67.</p> <p>Noell, G.H., Witt, J.C., Gilbertson, D.N., Ranier, D.D., & Freeland, J.T. (1997). Increasing teacher intervention implementation in general education settings through consultation and performance feedback. <i>School Psychology Quarterly, 12</i>, 77-88.</p>

Instruction

Component 1: All Instructional Practices are Evidence Based

I1	<p>The staff has formally evaluated and documented the adequacy of all the academic and behavioral instructional practices used across all tiers.</p>	<p>Bonfiglio, C.M., Daly III, E.J., Persampieri, M., & Andersen, M.N. (2006). An experimental analysis of the effects of reading interventions in a small group reading instruction context. <i>Journal of Behavioral Education, 15</i>, 92-108.</p> <p>Denton, C.A., Vaughn, S., & Fletcher, J.M. (2003). Bringing research-based practice in reading intervention to scale. <i>Learning Disabilities Research & Practice, 18</i>, 201-211.</p>
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I1 continued		<p>Gersten, R., Chard, D., & Baker, S. (2000). Factors enhancing sustained use of research-based instructional practices. <i>Journal of Learning Disabilities, 33</i>(5) 445-457.</p> <p>Hawken, L.S. & Horner, R.H. (2003). Evaluation of a targeted intervention within a schoolwide system of behavioral support. <i>Journal of Behavioral Education, 12</i>, 225-240.</p> <p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children, 31</i>(6).</p> <p>Torgesen, J.K., Rashotte, C.A., & Alexander, A.W. (2001). Principles of fluency instruction in reading: Relationships with established empirical outcomes. In M. Wolf (Ed.), <i>Dyslexia, fluency, and the brain</i> (pp. 333–335). Timonium, MD: York Press.</p> <p>Vaughn, S., & Linan-Thompson, S. (in press). <i>Reading: Effective instructional activities for elementary students</i>. Alexandria, VA: ASCD.</p>
Component 2: Instructional Practices are Implemented with Fidelity		
I2	<p>All staff is specifically trained in the use of targeted evidence-based instructional practices/strategies for academics and behavior. All staff understands the critical features and application in all settings. Ongoing support and coaching is provided as staff implements the instructional practices/strategies.</p>	<p>Foorman, B.R. & Moats, L.C. (2004). Conditions for sustaining research-based practices in early reading instruction. <i>Remedial and Special Education, 25</i>(1), 51-60.</p> <p>Gersten, R., Chard, D., & Baker, S. (2000). Factors enhancing sustained use of research-based instructional practices. <i>Journal of Learning Disabilities, 33</i>(5) 445-457.</p> <p>Noell, G. H., Witt, J. C., Gilbertson, D. N., Ranier, D. D., & Freeland, J. T. (1997). Increasing teacher intervention implementation in general education settings through consultation and performance feedback. <i>School Psychology Quarterly, 12</i>, 77–88.</p> <p>O’Conner, R.E., Fulmer, D., Harty, K.R., & Bell, K.M. (2005). Layers of Reading Intervention in Kindergarten through third grade: Changes in teaching and student outcomes. <i>Journal of Learning Disabilities, 38</i>(5) 440-455.</p> <p>Vaughn, S., Klingler, J., & Hughes, M. (2000). Sustainability of research-based practices. <i>Exceptional Children, 66</i>(2), 163-171.</p> <p>Vaughn, S., & Linan-Thompson, S. (2003). What is special about special education for students with learning disabilities? <i>The Journal of Special Education, 37</i>(3) 140-147.</p> <p>Witt, J. C., Noell, G. H., LaFleur, L. H., & Mortenson, B. P. (1997). Teacher use of interventions in general education: Measurement and analysis of the independent variable. <i>Journal of Applied Behavior Analysis, 30</i>, 693–696.</p>

I3	<p>The staff selects evidence-based instructional practices/strategies that are an appropriate match for the needs of the learner, academically and behaviorally.</p>	<p>Denton, C.A., Vaughn, S., & Fletcher, J.M. (2003). Bringing research-based practice in reading intervention to scale. <i>Learning Disabilities Research & Practice, 18</i>(3), 201-211.</p> <p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children, 31</i>(6).</p> <p>O’Conner, R.E., Fulmer, D., Harty, K.R., & Bell, K.M. (2005). Layers of Reading Intervention in Kindergarten through third grade: Changes in teaching and student outcomes. <i>Journal of Learning Disabilities, 38</i>(5) 440-455.</p> <p>Torgesen, J.K. (2004). Avoiding the devastating downward spiral: The evidence that early intervention prevents reading failure. <i>American Educator, 28</i>, 6-19. Also at http://www.aft.org/pubsreports/american_educator/issues/fall04/reading.htm</p> <p>Torgeson, J.K., Wagner, R.K., & Rashotte, C.A. (1997). Preventing reading failure in young children with phonological processing disabilities: Group and individual responses to instruction. <i>Journal of Educational Psychology, 91</i>, 579-593.</p> <p>Torgeson, J.K., Alesancer, A.W., Wagner, R.K., Rashotte, C.A., Voeller, K.K.S., & Conway, T. (2001). Intensive remedial instruction for children with severe reading disabilities: Immediate and long-term outcomes from two instructional approaches. <i>Journal of Learning Disabilities, 34</i>, 33-58.</p>
I4	<p>A process is in place to check the fidelity of instructional practices/strategies for behavior and academics across all settings with feedback and coaching to staff provided throughout the year.</p>	<p>Foorman, B.R. & Moats, L.C. (2004). Conditions for sustaining research-based practices in early reading instruction. <i>Remedial and Special Education, 25</i>(1), 51-60.</p> <p>Kovaleski, J.F., Gickling, E.E., Morrow, H., & Swank, P.R. (1999). High versus low implementation of instructional support teams: A case for maintaining program fidelity. <i>Remedial and Special Education, 20</i>, 170-183.</p> <p>Moncher, F.J. & Prinz, R.J. (1991). Treatment fidelity in outcome studies. <i>Clinical Psychology Review, 11</i>, 247-266.</p> <p>Vaughn, S., Hughes, M.T., Schumm, J.S., & Klingner, J. (1998). A collaborative effort to enhance reading and writing instruction in inclusion classrooms. <i>Learning Disability Quarterly, 21</i>(1), 57-74. (This research utilized the Intervention Validity Checklist developed by Texas Center for Reading and Language Arts at the University of Texas.)</p> <p>Vaughn, S., Klinger, J., & Hughes, M. (2000). Sustainability of research-based practices. <i>Exceptional Children, 66</i>(2), 163-171.</p> <p>Wanzek, J., & Vaughn, S. (2006). Bridging the research to practice gap: Maintaining the consistent implementation of research-based practices. In B. Cook & B. Schirmer (Eds.), <i>What is special about special education? Examining the role of evidence-based practices</i> (pp. 165-174). Austin, TX: PRO-ED.</p>

Component 3: Schedule Allows for Protected Instruction Time

I5	The schedule provides sufficient time for core, supplemental and intensive instruction and is protected from all controllable interruptions and monitored to ensure that planned time is actualized.	<p>Foorman, B., Francis, D., Fletcher, J., Schatschneider, C., & Mehta, P. (1998). The role of instruction in learning to read: Preventing reading failure in at-risk children. <i>Journal of Educational Psychology, 90</i>, 37-55.</p> <p>Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In D. Haager, J. Klingner, & S. Vaughn (Eds.), <i>Evidence-Based Reading Practices for Response to Intervention</i>. Baltimore: Paul H. Brookes Publishing.</p>
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Component 4: Flexible Grouping Allows for Appropriate Instruction

I6	Supplemental and intensive group size is based on the premise that as intensity of instruction increases, group size decreases, and instruction is delivered by highly trained staff.	<p>Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. <i>Education Policy Analysis Archives, 8</i>(1). Retrieved April 2008 from http://epaa.asu.edu/epaa/v8n1/</p> <p>Elbaum, B., Vaughn, S., Hughes, M.T., & Moody, S.W. (2000). How effective are one-to-one tutoring programs in reading for elementary students at risk for reading failure? A meta-analysis of the intervention research. <i>Journal of Educational Psychology, 92</i>, 605-619.</p> <p>Harn, B., Kame'enui, E., & Simmons, D. (2007). The nature and role of the third tier in a prevention model for kindergarten students. In Haager, D., Klingner, J., and Vaughn, S. (Eds.), <i>Evidence-Based Reading Practices for Response to Intervention</i>. Baltimore: Paul H. Brookes Publishing.</p> <p>Vaughn, S., Linan-Thompson, S., Kouzekanani, K., Bryant, D.P., Dickson, S., & Blozis, S.A. (2003). Reading instruction grouping for students with reading difficulties. <i>Remedial and Special Education, 24</i>(5) 301-315.</p> <p>Vaughn, S., Wanzek, J., Woodruff, A. L., & Linan-Thompson, S. (2007). Prevention and early identification of students with reading disabilities. In D. Haager, J. Klingner, & S. Vaughn (Eds.), <i>Evidence-Based Reading Practices for Response to Intervention</i>. Baltimore: Paul H. Brookes Publishing.</p> <p>Vaughn, S., Mathes, P.G., Linan-Thompson, S., Cirino, P., Carlson, C., Francis, D.H., et. al. (1996). Reading instruction grouping for students with reading difficulties. <i>Remedial and Special Education, 24</i>, 301-315.</p> <p>Wanzek, J. & Vaughn, S. (2007). Research-based implications from extensive early reading interventions. <i>School Psychology Review, 36</i>(4), 541-561.</p>
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Data-Based Decision Making

Component 1: Structures for Data-Based Decision Making

DBDM1	<p>Clearly identified teams conduct data-based decision making at each level:</p> <ul style="list-style-type: none"> • System (District/Building/Site) • Supplemental Instruction • Intensive Instruction 	<p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i>, 31(6).</p>
DBDM2	<p>All teams have a clear and consistent understanding of their roles and responsibilities to make decisions about the implementation, sufficiency and effectiveness of the curriculum and instruction, and have a forum to influence changes.</p>	<p>Noyce, P., Perda, D., & Traver, R. (2000). Creating data-driven schools. <i>Educational Leadership</i>, 57(5), 52-56.</p> <p>Schmoker, M. (1996). <i>Results</i>. Alexandria, VA: Association for Supervision and Curriculum Development.</p> <p>Thousand, J. S., & Villa, R. A. (1992). Collaborative teams: A powerful tool in school restructuring. In R. A. Villa, J. S. Thousand, W. Stamback, & S. Stamback (Eds.), <i>Restructuring for caring & effective education: An administrative guide to creating heterogeneous schools</i> (pp. 73-108). Baltimore: Paul H. Brookes.</p>
DBDM3	<p>All staff is actively involved and has been trained in the problem solving process and uses it consistently to guide decisions related to academics and behavior, including following clearly documented decision rules.</p>	<p>Jayanthi, M. & Friend, M. (1992). Interpersonal problem solving: A selective literature review to guide practice. <i>Journal of Educational and Psychological Consultation</i>, 3(1), 39-53.</p> <p>Telzrow, C.F., McNamara, K., & Hollinger, C.L. (2000). Fidelity of problem-solving implementation and relationship to student performance. <i>School Psychology Review</i>, 29, 443-461.</p>
DBDM4	<p>All staff has a full and complete understanding of how to analyze collected data and how to interpret and report the results accurately and consistently, including helping families understand the meaning and use of the data.</p>	<p>Bernhardt, V. L. (1998). <i>Data analysis for comprehensive school improvement</i>. Larchmont, NY Eye on Education.</p> <p>Holcomb, E. L. (1999). <i>Getting excited about data</i>. Thousand Oaks, CA: Corwin Press.</p> <p>Irvin, L. K., Horner, R. H., Ingram, K., Todd, A.W., et. al. (2006). Using Office Discipline Referral Data for Decision Making About Student Behavior in Elementary and Middle Schools: An Empirical Evaluation of Validity. <i>Journal of Positive Behavior Interventions</i>, 8(1), 10-23.</p> <p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i>, 31(6).</p> <p>Love, N. (2002). <i>Using data/getting results: A practical guide for school improvement in mathematics and science</i>. Norwood, MA: Christopher-Gordon Publishers, Inc.</p>

DBDM4 Continued		<p>Protheroe, N. (2001). Improving teaching and learning with data-based decisions: Asking the right questions and acting on the answers. <i>CTS Spectrum</i>, 19(3), 4-9.</p> <p>Sparks, D. (2000). Results are the reason. <i>Journal of Staff Development</i>. 21(3), 1-4.</p>
Component 2: Data-Based Decision Making for Improving the System		
DBDM5	<p>A clearly identified team meets at regularly scheduled times to analyze system-wide data for academic and behavioral decision making.</p>	<p>Fuchs, L., & Fuchs, D. (1986). Effects of systematic formative evaluation: A meta-analysis. <i>Exceptional Children</i>, 53, 199–208.</p> <p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i>, 31(6).</p> <p>Lewis-Palmer, T., Sugai, G., Larson, S. (1999). Using Data to Guide Decisions about Program Implementation and Effectiveness: An Overview and Applied Example. <i>Effective School Practices</i>, 17, 4, 47-53.</p>
DBDM6	<p>The team conducting system level decision making uses data from:</p> <ul style="list-style-type: none"> • Outcome Assessments • Universal Screenings • Progress Monitoring 	<p>Fuchs, L., & Fuchs, D. (1986). Effects of systematic formative evaluation: A meta-analysis. <i>Exceptional Children</i>, 53, 199–208.</p> <p>Lewis-Palmer, T., Sugai, G., Larson, S. (1999). Using Data to Guide Decisions about Program Implementation and Effectiveness: An Overview and Applied Example. <i>Effective School Practices</i>, 17, 4, 47-53.</p>
DBDM7	<p>The team makes recommendations for adjustments to the system by analyzing:</p> <ul style="list-style-type: none"> • Sufficiency of instructional procedures • Fidelity of implementation of all instruction • Effectiveness in engaging learners, families and communities • Sufficiency and effectiveness of the multi-tier system to meet the needs of all learners 	<p>Adelman, H.S. & Taylor, L. (2003). On sustainability of project innovations as systemic change. <i>Journal of Educational and Psychological Consultation</i>, 14(1) 1-25.</p> <p>Ervin, R.A., Schaughency, E., Matthews, A., Goodman, S.D. & McGlinchey, M.T. (2007). Primary and secondary prevention of behavior difficulties: developing a data-informed problem-solving model to guide decision-making at a school-wide level. <i>Psychology in the Schools</i>, 44, 7-18.</p> <p>Greenwood, C.R., Terry, B., Arreaga-Mayer, C., & Finney, R. (1992). The classwide peer tutoring program: implementation factors moderating students' achievement. <i>Journal of Applied Behavior Analysis</i>, 25, 101-116.</p> <p>Horner, R., Sugai, G. & Todd, A. W. (2001). "Data" Need Not Be a Four-Letter Word: Using Data to Improve Schoolwide Discipline. <i>Beyond Behavior</i>, 11, 1, 20-22.</p>

Component 3: Data-Based Decision Making for Improving Supplemental Instruction		
DBDM8	A clearly identified team meets at regularly scheduled times to analyze academic and behavioral data from groups receiving supplemental instruction.	Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i> , 31(6).
DBDM9	The team conducting decision making for learners receiving supplemental instruction uses data from: <ul style="list-style-type: none"> • Universal Screenings • Diagnostic Assessments • Progress Monitoring 	<p>VanDerHeyden, A. M. & Burns, M. K. (2005). Using curriculum-based assessment and curriculum-based measurement to guide elementary mathematics instruction: Effect on individual and group accountability scores. <i>Assessment for Effective Intervention</i>, 30, 15-31.</p> <p>Vaughn, S., Wanzek, J., Linan-Thompson, S., & Murray, C. (2007). Monitoring response to supplemental services for students at-risk for reading difficulties: High and low responders. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), <i>The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention</i>. New York: Springer.</p>
DBDM10	The team analyzes intervention data from supplemental instruction regarding grouping decisions, sufficiency of supplemental instruction, fidelity of implementation of supplemental instruction and curriculum, effectiveness in engaging families and makes recommendations for adjustments to the system for curriculum and instruction and programs used for supplemental instruction.	<p>Albers, C. A., Elliott, S. N., Kettler, R. J., & Roach, A. T. (2005). Evaluating intervention outcomes. In R. Brown-Chidsey (Ed.), <i>Assessment for Intervention: A Problem-Solving Approach</i> (pp. 329-351). New York: Guilford Press.</p> <p>Vaughn, S., Wanzek, J., Linan-Thompson, S., & Murray, C. (2007). Monitoring response to supplemental services for students at-risk for reading difficulties: High and low responders. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), <i>The handbook of response-to-intervention: The science and practice of assessment and intervention</i>. New York: Springer.</p>
Component 4: Data-based Decision Making for Improving Intensive Instruction		
DBDM11	A clearly identified team meets at regularly scheduled times to conduct decision making, addressing intensive instruction for academic and behavioral program decision making. This team includes the family or utilizes input and feedback from the family.	Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i> , 31(6).

DBDM12	<p>The teams conducting decision making for academic and/or behavior at the intensive level use data from diagnostic assessments and progress monitoring.</p>	<p>VanDerHeyden, A. M. & Burns, M. K. (2005). Using curriculum-based assessment and curriculum-based measurement to guide elementary mathematics instruction: Effect on individual and group accountability scores. <i>Assessment for Effective Intervention</i>, 30, 15-31.</p> <p>Lewis, T.J., Garrison-Harrell, L. (1999 - Spring). Effective behavior support: Designing setting specific interventions. <i>Effective School Practices</i>, 17, 4, 38-46.</p> <p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i>, 31(6).</p>
DBDM13	<p>The team analyzes individual learner intervention data regarding:</p> <ul style="list-style-type: none"> • Customization of individual intervention plans • Effectiveness of customized intervention plans • Fidelity of implementation of intervention plans • Need to carry individual intervention plans forward into further evaluation 	<p>Barnett, D. W., Daly, E. J., III, Jones, K. M., & Lentz, F. E., Jr. (2004). Response to intervention: Empirically-based special service decisions from increasing and decreasing intensity single case designs. <i>The Journal of Special Education</i>, 38, 66–79.</p> <p>Barnett, D., Hawkins, R., Prasse, D., Graden, J., Nantais, M., & Pan, W. (2007). Decision-making validity in response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), <i>The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention</i>. New York: Springer.</p> <p>Eckert, T.L., Ardoin, S. P., Daisey, D.M., & Scarola, M.D. (2000). Empirically evaluating the effectiveness of reading interventions: the use of brief experimental analysis and single-case design. <i>Psychology in the Schools</i>, 37, 463-474.</p> <p>Fuchs, D., Fuchs, L.S., & Bahr, M.W. (1990). Mainstream assistance teams: A scientific basis for the art of consultation. <i>Exceptional Children</i>, 57, 128-139.</p> <p>Gansle, K. A. & Noell, G. H. (2007). The fundamental role of intervention implementation in assessing response to intervention. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), <i>The Handbook of Response to Intervention: The Science and Practice of Assessment and Intervention</i>. New York: Springer.</p> <p>Gresham, F.M. (1989). Assessment of treatment integrity in school consultation and prereferral intervention. <i>School Psychology Review</i>, 18, 37-50.</p> <p>Lewis, T.J., Sugai, G. (1999, February). Effective behavior support: A systems approach to proactive schoolwide management. <i>Focus on Exceptional Children</i>, 31(6).</p> <p>Telzrow, C., McNamara, K., & Hollinger C. (2000). Fidelity of problem-solving implementation and relationship to student performance, <i>School Psychology Review</i>, 29, 443-461.</p>

Integration and Sustainability

Component 1: Policies and Resources are Aligned within the System

IS1	Policies and decisions (including curriculum, instruction, scheduling, staffing, and family involvement) are mutually determined based upon current evidence regarding effective practices.	Adelman, H.S. & Taylor, L. (2003). On sustainability of project innovations as systemic change. <i>Journal of Educational and Psychological Consultation</i> , 14(1) 1-25.
IS2	The implementation of MTSS is guided by a formalized multi-year action plan and has resulted in both academics and behavior becoming the top goals.	Kratochwill, T.R., Volpiansky, P., Clements, M. & Ball, C. (2007). Professional development in implementing and sustaining multitier prevention models: Implications for response to intervention. <i>School Psychology Review</i> , 36(4), 618-631.
IS3	Policy documents are available describing the vision and implementation of MTSS.	Biech, E. (2007). <i>Thriving through change: A leader's practical guide to change mastery</i> . Alexandria, VA: American Society for Training and Development.
IS4	The realignment of resources and changes in educational practices within the entire educational system (including all state and federal programs and local resources) is occurring.	Adelman, H.S. & Taylor, L. (2007). Systemic change for school improvement. <i>Journal of Educational and Psychological Consultation</i> , 17(1), 55-77. Adelman, H.S. & Taylor, L. (2003). On sustainability of project innovations as systemic change. <i>Journal of Educational and Psychological Consultation</i> , 14(1) 1-25.

Component 2: Systems are Self-Correcting and Achieve Positive Outcomes for Learners

IS5	All leadership teams have a formal process in place to annually review the implementation of decisions made as a result of data-based decision making and new evidence/research and to make changes as necessary.	Adelman, H.S. & Taylor, L. (2003). On sustainability of project innovations as systemic change. <i>Journal of Educational and Psychological Consultation</i> , 14(1) 1-25. Denton, C.A., Vaughn, S., & Fletcher, J.M. (2003). Bringing research-based practice in reading intervention to scale. <i>Learning Disabilities Research & Practice</i> , 18(3), 201-211.
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IS6	All leadership teams have a formal process in place to review learner data across all tiers from all indicators of success and make necessary changes in the processes for data-based decision making, including data analysis, decision rules and system responsiveness.	Adelman, H.S. & Taylor, L. (2003). On sustainability of project innovations as systemic change. <i>Journal of Educational and Psychological Consultation</i> , 14(1) 1-25. Denton, C.A., Vaughn, S., & Fletcher, J.M. (2003). Bringing research-based practice in reading intervention to scale. <i>Learning Disabilities Research & Practice</i> , 18(3), 201-211.
IS7	There is a formal process to monitor fidelity of implementation, outcomes and sustainability of all principles and practices of MTSS to ensure that changes are positive for learner progress.	Adelman, H.S. & Taylor, L. (2003). On sustainability of project innovations as systemic change. <i>Journal of Educational and Psychological Consultation</i> , 14(1) 1-25. Sugai, G. & Horner, R. (2006). A promising approach for expanding and sustaining school-wide positive behavior support. <i>School Psychology Review</i> , 35, 245-259. Kratchwill, T., Volpiansky, P., Clements, M., & Ball, C. (2007). Professional development in implementing and sustaining multitier prevention models: implications for Response to Intervention. <i>School Psychology Review</i> , 36(4), 618-631.
Component 3: Leadership Provide Staff Ongoing Support		
IS8	There is a formal, long term professional development plan for all staff and administrators with all activities directly tied to practices that support the implementation and refinement of a multi-tier system based upon local data.	Adelman, H.S. & Taylor, L. (2003). On sustainability of project innovations as systemic change. <i>Journal of Educational and Psychological Consultation</i> , 14(1) 1-25. Denton, C.A., Vaughn, S., & Fletcher, J.M. (2003). Bringing research-based practice in reading intervention to scale. <i>Learning Disabilities Research & Practice</i> , 18(3), 201-211. Foorman, B.R. & Moats, L.C. (2004). Conditions for sustaining research-based practices in early reading instruction. <i>Remedial and Special Education</i> 25(1), 51-60. Gersten, R., Chard, D., & Baker, S. (2000). Factors enhancing sustained use of research-based instructional practices. <i>Journal of Learning Disabilities</i> , 33(5) 445-457. Greenwood, C.R., Delquadri, J., & Bulgren, J. (1993). Current challenges to behavioral technology in the reform of schooling: Large-scale high-quality implementation and sustained use of effective educational practices. <i>Education and Treatment of Children</i> , 16, 401-440. Klingner, J.K., Vaughn, S., Hughes, M.T., & Arguelles, M.E. (1999). Sustaining research-based practices in reading: A 3-year follow-up. <i>Remedial and Special Education</i> , 20, 263-274, 287. Vaughn, S., Klinger, J., & Hughes, M. (2000). Sustainability of research-based practices. <i>Exceptional Children</i> , 66(2), 163-171.
IS9	The leadership team actively works to enhance staff motivation and capacity to be actively involved in decision making and leading from within.	Adelman, H.S. & Taylor, L. (2007). Systemic change for school improvement. <i>Journal of Educational and Psychological Consultation</i> , 17(1), 55-77. Adelman, H.S. & Taylor, L. (2003). On sustainability of project innovations as systemic change. <i>Journal of Educational and Psychological Consultation</i> , 14(1) 1-25.